

The attitude of parents towards the teaching of sex education in secondary schools

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ABSTRACT

This research works investigated the attitude of parents towards the teaching of sex education in secondary schools. Ten secondary schools in Ondo West Local Government Area of Ondo State were used for the study. Questionnaire was used for data collection. Analyses of the research findings revealed that there is no significant difference in the attitude of parents towards teaching their children sex education; and that the education status of parents has significant impact on their attitude towards teaching their children sex education in secondary schools. Recommendation given include that parents should understand that the period of adolescence is marked by increased sex drive and high level of inquisitiveness. Sex education is needed at this stage to help them channel their sexual instinct to creative activities and parents should be made to understand that permissiveness in their parenting styles and peer influences can also expose their children to pre-marital sex. Therefore, they need to be given adequate education on the teaching of their children sex education. Inculcating the right conception in parents can change their beliefs traditionally and culturally.

Keywords: Attitude, Parents, Teaching and Sex Education.

1. BACKGROUND TO THE STUDY

Nigeria as a confluence of cultural, religious and geographical factors creates a sensitive environment where issues of sexual and reproductive health have remained highly a taboo for decades. Sexual health is an important determinant of productivity and national development everywhere. Adults in the Nigerian Society have usually refrained from discussing sexual matters with the young ones. Traditionally, children are brought up with strict discipline and fear and are punished for questioning their parents, especially the girls. Sexual issues are seen as topics for adult discussions only. The concept of sex education has been a topical issue and its inclusion in the school curriculum has generated and is still generating a lot of interest in Nigeria. The controversy about sex education stems from the fact that most people do not have an accurate understanding of what sex education is all about and the benefits that could be derived from it (Madunagu, 2005).

The origin of the concept of sex education can be traced back to our ancestors who laid much emphasis on the care of self and the act of procreation. However, sex education came into being in different countries at different times. In Nigeria,

the evolution of sex education and its introduction in Nigerian schools became apparent as there was an urgent need to address adolescent reproductive health, sexual rights and sexual issues (Adepoju, 2005). Sex education according to the International Planned Parenthood Federation (IPPF) is an education process designed to assist young people in their physical, social, emotional and moral development (IPPF, 1987). In another vein, Action Health Incorporated (AHI) explained sex education “as a planned process of education that fosters the acquisition of factual information, the formation of positive attitudes, beliefs and values as well as the development of skills to cope with the biological, psychological, socio-cultural and spiritual aspects of human sexuality” (Stephens, 2013). The increasing need for sex education is also premised on the increasing health risk of adolescents who constitute over 36% of the Nigerian population. By nature, adolescents are susceptible to unplanned sex, unprotected sex, sexual coercion, sexual violence, sexually transmitted diseases and HIV because they are uninformed or poorly informed about the implications of their reproductive behaviour and health risk especially from underage sexual practices and other anti-social practices. The objective of the school based sex education according to Sexuality Information and Educational Council of the United States (SEICUS) (2009) is to help young people build a foundation as they mature into sexually healthy adults. Other goals of school based sex education include the provision of accurate information about human sexuality, provide opportunity for young people to develop and understand their values, attitudes and insights about sex; to help young people develop relationships and interpersonal skills and to help them act responsibly regarding sexual relationships, which include addressing abstinence, pressure to become prematurely involved in sexual intercourse and the use of contraception and other health measures (Stephen, 2013).

Most studies that have been done concerning parents’ and adolescents’ attitudes towards sex education have focused on school-based sexual health programming. Parents generally agree that sex education should start in early primary school with relationship and safety issues, and progress to more sexually-involved and controversial issues in later classes, suggesting support for a comprehensive set of sexual subjects. In principle, parents agree that the provision of this curriculum should be shared by educators and parents. Blekinsop, et al., (2004) identified people to provide sex education; they include parents, care givers, teachers and young people. At home young people can easily have one-on-one discussions with parents or care givers which focus on specific issues, questions or concerns. The home front is very important to sex education because if the parents have a negative attitude towards sex education, it will be difficult if not impossible for other sources of teaching sex education to be effective. This is buttressed by the findings of Locker (2001) who submitted that 92% of adolescents reported that they want to talk to their parents about sex. When asked, many young people want their parents to be their most important source of sexual health information. Unfortunately, many parents reserve the initiation of sex education until adolescence rather than beginning at a much younger age. It is usually difficult for parents to have comfortable conversations on sexual topics with their adolescent children if open lines of communication on sex matters have not been well established during childhood. In addition, sexual conversations that should come from both mothers and fathers are, in many cases, being delivered by mothers alone. Regardless of the timing and delivery of sexual talks, parents have a major influence on their child’s development and well-being making them an important resource for positive sexual health education.

Lastly it will be an added contributions to the literatures on the topic and as a base reference to researchers for further study on the topic over the year.

2. THE CONCEPT OF SEX EDUCATION

Sex education can be said as a mechanism or procedures, which stands for the protection, improvement and development of the human family based on accepted ethical ideas. Strauss (1992) sees it as the education which teaches young ones what he or she should know for his or her personal conduct and relationship with others. On the other hand, sex education as not merely a unity in reproduction and teaching of how babies are conceived and born, but that it has a far reaching scope and goal of helping young ones incorporate sexual norms into their present and future life so as to provide them with some basic understanding of virtually every aspect of it, so that by the time they attain full maturity, they will be able to recognize these, in order for them to be able to interact harmoniously with those whose sex norms differ from their own. Oladebo and Akintayo (1991) view sex education as a process of acquiring sex knowledge, positive attitude towards sexual acts, male and female relationship and the role of parents. Sex is not limited in fact to genital activities. In reality, sex describes a huge range of activities.

Sex education according to the International Planned Parenthood Federation (IPPF) is an education process designed to assist young people in their physical, social, emotional and moral development as they prepare for adulthood, marriage, parenthood and ageing, as well as their social relationship in the socio-cultural context of family and society (IPPF, 1987). According to Tupper (2013) sex education is instruction on issues relating to human sexuality, including emotional relations and responsibilities, human sexual anatomy, sexual activity, sexual reproduction, reproductive health, reproductive rights, safe sex, birth control and sexual

abstinence. Sex education that covers all of these aspects is known as comprehensive sex education. In many African countries, where AIDS is at epidemic levels sex education is seen by most scientists as a vital public health strategy. Oganwu (2003), sex education is a comprehensive and systematic developmental programme extending from infancy to maturity which is planned and directed to produce socially desirable attitudes, practices and inter-personal behaviour. One of the greatest fears in teaching, particularly sex education, has to do with planning and presentation. This is usually compounded by the lack of knowledge, attitudes and practices that will reduce the fears and enhance competence in sex education. In addition, there is also the fear of community, especially religious bodies in terms of their opposition to students' questions that usually surround sex education. These fears should be reduced through confidence, and confidence is gained through knowledge and relevant impressions.

A critical analysis of the above concepts of sex education indicates that sex education is a wide discipline covering the wide broad field of psychology, medicine, biology physiology and anthropology. Therefore, to be able to teach sex education effectively, the individual should have a basic knowledge of the above field of study.

Aims and Objectives of Sex Education

According to UNICEF, (2011) the objectives of sex education include to help children understand the body structures of men and women and acquire the knowledge about birth, to teach children to establish and accept the role and responsibility of their own gender by acquiring the knowledge of sex, to understanding the differences and similarities between two genders in terms of body and mind which will set up a foundation for the future development in their acquaintance with friends and lovers and their interpersonal relationship

Contents of Sex Education

Traditionally, sex education drew its content from social demography, human ecology and family life. Details of these contents and the areas of emphasis varied between, and sometimes within countries in response to the particular requirements of individual cultures and population situations. In most cases, sexuality concepts were basically meant to prevent early pregnancy and disease. At the beginning, there were difficulties in determining the content of sex education, the way it could be adopted and how it could be taught. Selection and presentation of contents relating to sexual behaviour posed great problems. Although sex education is generally considered as important, a number of its content areas were highly controversial and turbulent whenever they were associated with cultural and religious issues. In order to apply the most useful concept of sex education, some countries embraced the participatory approach, others chose rotary methods whereby learners were expected to memorize the facts in the hope that it would in some ways lead to behaviour change. Conscious efforts were made to exclude sexual/sensual matters hence the concept of sexuality was used as a broad knowledge base to provide contents for sex education. Issues such as homosexuality, contraception and abortion were potentially inflammatory and were kept away (Adunola, 2005).

According to Action Health Inc (AHI), (2003) the practical experience countries have had in introducing sex education is leading to a new way of perceiving sexual contents and their appropriateness. Giving the interactive nature of the subject of sexuality, its content ranges from human growth and development, relationships, life skills, sexual attitude and behaviour, sexual health, society and culture. It is worthwhile to note that, although other intervention programmes such as population education, environmental education, and family life education share some important contents (as in sex education), sexuality education is a different field. Its conceptualization corresponds to sexuality issues and problems and it is meant to contribute to their solution. Sexuality education in Nigeria is a huge task, though it has many prospect, it also faces many challenges.

3. RATIONALE FOR THE TEACHING OF SEX EDUCATION TO ADOLESCENTS

Adolescence is a period where adolescents are filled with curiosity and exploration about the world as well as their body. Cultural and religious beliefs have denied adolescents the opportunity of receiving enough information about human sexuality. It brings disgrace to those families whose adolescents are discovered to have engaged in pre-marital sex (UNICEF, 2011).

Emphasizing the importance of sex education, Elizabeth (2013) outlined five rationales for the teaching of sex education:

The nature of adolescence: Adolescence according to Isangedighi is a period marked by increased self awareness, increased sex drive and a period of development of self-identity. Some adolescents are by nature, very inquisitive. Such adolescents would want to have an experience of sex. Sex education is very necessary at this stage to help such adolescents receive information on how to channel their sex drive to other creative activities until they are fully matured for it.

Exposure to modernity: Culture is dynamic; it changes with time and according to technological innovations. Improvement in technology also brought modernity to the media and film industry. These influences pose a danger to adolescents' sexual lives, hence the need for sex education.

Peer group influence: Some adolescents are lured into sexual relationship by their peers who may have experienced it in one way or the other.

Parental attitude, care and control: Parents are the first group of people who set moral standards for their children. Such adolescents need sex education.

Eroding sexual morality: Moral laxity on the part of the adolescents can also be a reason for their indulgency in pre-marital sexuality. Effiom and Ejue (1998) explained that it is not uncommon to find a parent engaging in sexual activities with his daughter's girlfriend. It is also not uncommon to find teachers and pastors who should be custodians of morality, engaging in sexual activities with adolescents. In order to curb adolescents' sexuality, and to prepare them for a greater tomorrow, sex education in secondary schools is therefore very important. They need sexual information to help them adjust psychologically, emotionally, socially and economically.

Suggested Materials for the Teaching of Sex Education to Students in Secondary School

Materials constitute everything within a student's environment that can contribute to learning experiences in sex education. These materials are essentially those that can be manipulated, shown, identified, analyzed or evaluated. Shehu & Baba (2009) confirmed in their studies that radios, photographs, film stripes, slides, audio-tapes, and so on, cannot only supply a concrete basis for conceptual thinking, but they can also increase the student's learning interest and make learning more permanent thus stimulating self-activity in the students. Some of the materials for the teaching of sex education in secondary schools are charts, posters, radio, television, textbooks, chalkboard, cartoons, bulletin boards sphygmomanometer and others.

4. CHALLENGES OF SEX EDUCATION IN NIGERIA

Sex education prospects and challenges are found in the various dimensions of sexuality education as highlighted below:

Society, Culture and Sexuality

The way we feel about our worth, the way we think and our body image play important roles in our sexuality. Most of the time, we judge our looks and behaviour with what our culture dictates. For example, the idea of what is attractive with respect to height, weight, hairstyle and skin tone are all socio-cultural ideas. These are constantly preached and reinforced through family formations, kinship systems and initiation ceremonies (Ikpe, 2004).

The perpetuation of each family, clan or line of descendants or community is of major concern, hence all political, economic, cultural, spiritual and ideological efforts are geared towards this end. Given this scenario, it can be deduced that sex education is one of the major concerns of traditional societies and that the ideology on which traditional sex education was based was biological which perfectly corresponded with the then prevailing socio-economic conditions. The idea of social constructionism, from which sexual identities and experiences are acquired is influenced and modified by the ever changing social environment (Tiefer, 1995). That is, society and culture control both the biological and psychological components of sexuality in the sense that people acquire and assemble meanings, skills and values from other persons around them.

Religion and Sexuality

It has often been said that, behaviour comes out of belief systems hence many people have equated sex education with some form of religion or gospel that has emanated as a response to adolescent's sexual health problems.

Some of the positive impact of religion on sexuality have been said to include assertiveness, postponement of age of first sexual experience, diminished pre-marital and post-marital sexual permissiveness, responsible relationships in marriage and parenthood. Indeed conservative or traditional beliefs exert strong impact on sexual experience. Islam endorses any form of beneficial knowledge which must be acquired by every Muslim male or female and also recognizes the dynamic of change in human societies as long as human reason is not placed at par or above divine wisdom. Invariably, religion continues to pose a daunting challenge to the successful implementation of sex education in Nigeria (Laumann 1994).

Socio-Economic Status and Sexuality

The problem of low self-esteem and self-worthlessness due to poor socioeconomic background and lack of sex information has been identified by sex educators. It is generally believed that, the socio-economic status of individuals greatly influences their sexuality and that, persons of low income status often think and act differently from middle class individuals in matters affecting their sexuality. Low income status people are prone to becoming pregnant and bearing children at an earlier age (Michael et al, 1994).

Ethics and Sexuality

The ethics of sex is about the way we treat ourselves and others in respect to questions such as;

1. Should or should I not drink alcohol or smoke cigarette?
2. Should I be or should I not be a prostitute?
3. Is it right to engage in sexual activity with an underage person or a stranger?
4. Is it right to use position or power to obtain sexual favours?

How we respond to ethical questions about our sexual behaviour differentiates what is wrong from what is right and could depend on our type of personality and how skilled we are in handling our emotions and actions. Our reproductive health, sexually relationships, use of contraceptives, drug abuse, sexual coercion are issues that call for appropriate use of ethical decision-making. Teaching the adolescent about how to make ethical decisions concerning their sexuality and sexual behaviour is an important attribute of sex education which promotes rational thinking and positive decision making.

Communication and Sexuality

Communication can simply be defined as an act of transmitting and receiving messages. One of the most important elements for living in a society is communication or language because it provides the society with a means of socializing its members and a mechanism for role-taking and role-playing. Our personality traits can easily be determined, most of the time, through the ways we communicate. That is why it is generally easy to differentiate an extrovert from an introvert (Adepoju, 2005). This has remained a great constraint against the effective implementation of sex education in Nigeria because free, open and relaxed communication about sexual topics between adults and the youth (particularly parents and children) have been left to only specific occasions such as traditional initiation ceremonies that alert boys of their coming of age and girls of their readiness for marriage and procreation. Most of the time Nigerian children resort to books, films etc to learn sexual communication only to be criticized by the adult populace; this act of criticism makes the youth feel threatened and sometimes impairs their ability to function normally.

Gender and Sexuality

A person's self-image as a male or female and the roles the person is attached to can be used as gender identity. Any deviation from societal expectation of gender roles is labeled inappropriate (Adepoju, 2005).

Parental Attitude toward Teaching of Sex Education

The attitude of parents towards teaching of sex education is emotional response that expresses different degrees of acceptance and rejection. In sum total, the attitude of parents determines the success of the teaching of sex education. Attitudes are formed from membership of groups. Teachers, family, peer groups, religious or voluntary organizations and the mass media are some of the sources which impart sex education to the youth. The type of attitude formed by parents can be negative or positive. A positive attitude towards the teaching of sex education will lead to the avoidance of premarital sexual intercourse while on the other hand negative attitude will lead to unwanted pregnancies and their complications and some youths become promiscuous as a result of the negative effects of sex education (Musa, 2009).

Sexual attitude, like other attitude which generally result from frustration are derived from unspoken and often unconscious premises and creative thoughts, which are always articulate and precise. Most of what we consider our mental activity consists of sub-articulate, half conscious semantic reflexive reactions. Study of sex education has usually been either in terms of the extent to which it is approved or disapproved of as an abstract proposition. The reason for parent's attitude towards teaching of sex education in schools is the fear of pregnancy. The traditional norms have tended to condemn sex education in schools. Variation in the findings of research into the reasons for abstaining from premarital coitus suggests that even though different techniques of investigation produce different results there may have been an actual shift in the attitude of parents in recent years. For example fear of pregnancy was cited as a much more important reason than parental influence for children not having premarital intercourse. For example, Caldwell et al, (2010) assert that "A pragmatic attitude exists in Africa toward sex education with a fair

degree of permissiveness toward premarital relations, are not the high point of sin and usually should not be severely punished, substantial educational efforts are needed to improve societal attitude towards sex education.

Adeyemo's (1995), writes-up on attitude towards sex education, he explained that the attitude of parents towards sex education can be influence by the knowledge and their personality. Activity creates problem because the most active information obtain will help to have either negative or positive attitude towards sex education thus, public attitude towards sex education swinging back and forth between valuing freedom in sexual choices and valuing restriction on sexual expression which also affect the attitude of parents towards sex education. Inadequate information about sex has led to the parents forming a negative attitude towards sex education. International Planned Parenthood Federation (IPPF) (1997) states that over 70% youths (girls) in Africa become pregnant between the ages of 15-19 years. In Nigeria so many youths (girls) aborted in schools. Ciray (1993) described attitude as relating stable judgments of values which pass certain objects of experience in things heard or found.

Statement of the Problem

There is no doubt that hundreds of Nigerian teenage girls roam about the streets of urban centers offering themselves to various men for economic gains. These sex escapades often result into unwanted pregnancies, venereal diseases and at some other times, fatal abortion. Victims are mainly teenager from the secondary schools which are scattered throughout the nooks and crannies of the country. This unpalatable situation can be attributed to lack of adequate sex education. Due to differences in religion belief and exposures, many parents are not in support of teaching their children sex education in the school. Some even have the believe that the unethical behaviours in our society today result from the influence of what their children are exposed to through education, thereby, giving education a misconception of what is not.

Research Hypotheses

The following hypotheses are formulated to authenticate the findings of this study:

HO1: There is no significant different in the attitude of father and mother towards the learning of sex education by their children.

HO2: Parents have no negative attitude to children's gender towards the teaching of sex education.

HO3: The knowledge of sex education has no significant negative impact on students' sexual behaviour.

HO4: Education status of parents has no significant impact on their attitude towards the teaching of sex education.

4. ANALYSIS OF RESULTS AND DISCUSSION

This section presents the analysis, interpretations and discussion of the result of the data obtained from the field. Data analysis was based on the responses collected from through questionnaire. The analysis of data was carried out with the use of chi-square (χ^2) to authenticate the research hypotheses raised for the study.

Hypothesis One: There is no significant different in the attitude of father and mother towards the teaching of sex education to their children.

Table 1 showing chi-square calculation

Items	YES	NO	R.T	Df	X ² -cal.	X ² -Tab.	DECISION
1	62	38	100	4	11.24	14.860	NS
2	30	70					
3	57	43					
4	37	64					
5	19	81					

NS= Non Significant at $p < 0.05$ alpha level

The result above revealed that the calculated chi-square (11.24) is less than the chi-square table value (14.860) at degree of freedom of 4. Therefore, we retain the null hypothesis and accept that there is no significant difference in the attitude of parents towards the teaching of their children sex education. This implies that both parents of the students in secondary schools have positive attitudes towards the teaching of their children sex education. The result presented on the table above supports the research carried out by Konwea, P. E. and Mfrekemfon, P. I. (2015) that parents were in support of teaching sex education to

students starting from the junior secondary school class one which is currently the lowest or first level in the secondary schools. Though in some studies parents were of the opinion that sex education can start early in life, from the primary or elementary schools with emphasis on abstinence only lesson or after attaining menarche for girls. The parents agreed that sex education would reduce the rate of abortion in the society like the parents agreed in a similar study that it is the backbone of preventing and controlling several sex related problems.

Hypothesis Two: Parents have no negative attitude on children' gender towards the teaching of sex education

Table 2 showing the Chi-square calculation

S/N	YES	NO	RT	Df	X ² -cal	X ² -Tab	DECISION
1	59	41	100	4	10.54	14.860	S
2	40	60					
3	65	35					
4	80	20					
5	58	42					

S= significant at $p < 0.05$ alpha level.

From the table above, the calculated chi-square (10.54) is less than the chi-square table value (14.860) at the degree of freedom of 4. Therefore, we accept the null hypothesis that parents have no negative attitude on children' gender towards the teaching of sex education. It means that parents do not have gender disparity towards their children to be taught sex education in secondary school. It implies that they support that both male and female students should be taught sex education, although care must be taking in impacting the knowledge to the students lest the goal become unattainable. The result also agreed with the findings of Aniebue (2007) that people who provide sex education have their own attitudes and beliefs about sex and sexuality but it is important that they do not let this influence the sex education they provide negatively. A person may believe that young people should not have sex until they are married, but this does not imply withholding important information about safer sex and contraception.

Hypothesis Three: The knowledge of sex education has no significant negative impact on students' sexual behaviour.

Table 3 showing the Chi-square calculation

SN	YES	NO	Rt	df	X ² -cal	X ² -Tab	DECISION
1	28	72	100	4	9.78	14.860	S
2	37	63					
3	28	72					
4	20	80					
5	25	75					

S= Significant at $p < 0.05$ alpha level.

The above table shows that the calculated chi-square value (9.78) is less than the chi-square table value (14.860) at degree of freedom of 4. Therefore, we retain the null that the knowledge of sex education has no significant negative impact on students' sexual behaviour. This implies the knowledge of sex education is not responsible for the students' sexual abuse or any other illicit sexual acts as most people believed that the teaching of sex education in secondary schools will make the students to be sexually promiscuous and indulge in unhealthy sexual practices. Rather, the knowledge of sex education will enable the students, especially the female students to know how to take good care of their body as soon as they emerges puberty age. This supported SIECUS Report (2009) that early sexual activity among teenagers is on increase in many societies of the world today including Nigeria.

Hypothesis Four: Education status of parents has no significant impact on their attitude towards the teaching of sex education.

Table 4 showing the Chi-square calculation.

S/N	YES	NO	Rt	Df	X ² -cal	X ² -Tab	DECISION
1	80	20	100	4	17.79	14.860	S
2	51	41					
3	90	10					
4	77	23					
5	60	40					

S= significant at $p < 0.05$ alpha level.

The above table revealed that the calculated chi-square value (17.79) is greater than the chi-square table value (14.860) at degree of freedom of 4. Therefore, we reject the null hypothesis and accept the alternative hypothesis which says that the education status of parents has significant impact on their attitude towards the teaching of sex education to their children in secondary schools. This result support the findings Esu (1990) and Isangedighi (1990) when they said that ignorance, tradition and religion are contributive factors towards parental perception of the teaching of sex education to adolescents. The researcher noted that both literate and illiterate parents where the same tradition and culture. Religiously, it is the literate parents who interpret written down religious doctrines to illiterate parents. This, accounts for their inseparable perception towards the teaching of sex education to adolescent. Parents strongly believed that the moral decadence experienced in the society is as a result of the sexually related knowledge which adolescent as have learnt from the teaching of sex education in secondary schools.

5. CONCLUSION

Conclusion reached through the findings of this study include:

1. that there is no significant different in the attitude of father and mother towards the teaching of sex education to their children
2. that parents have no negative attitude on children' gender towards the teaching of sex education.
3. that the knowledge of sex education has no significant impact on students' sexual behaviour
4. that the education status of parents has significant impact on their attitude towards the teaching of sex education to their children in secondary schools.

RECOMMENDATIONS

Based on the findings of this study the researcher made the following recommendations.

1. Parents should understand that the period of adolescence is marked by increased sex drive and high level of inquisitiveness. Sex education needed at this stage to help them channel their sexual instinct to creative activities. Parents can only understand this if they are first given education on what sex education is all about.
2. Parent should be made to understand that permissiveness in their parenting styles and peer influences can also expose their children to pre-marital sex therefore they need to be given adequate education on the teaching of sex education to their children. Inculcating the right conception in parents can change their beliefs (traditional and cultural).
3. Parents should be made to understand that in their bid of embracing modernity and technology, they inject their homes with those thing such as television video sets, DSTV, computers etc that will expose adolescent to sexuality related issues. Parents turned between embracing modernity and the teaching moral values which they had or no time to do so.
4. Parents should be made to understand that the schools decision to introduce sex education to their children is a calculated attempt to help them in building on their social life.
5. Sex education programmes should be held for young people in secondary schools to help their self-worth, sense of responsibility, understanding and acceptance of diversity and sexual health.
6. Sex education should be given to dispel the unfounded belief by many that sex education would encourage "sexual experiment".
7. Sex education should also be delivered via mass media as most information available to youth comes largely from news, magazines, movie, etc.

Conflict of interest

The authors declare that they have no conflict of interest.

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Data and materials availability

All data associated with this study are present in the paper.

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